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ABSTRACT

This packet provides an update on the federally funded School-to-Work Outreach Project. Copies are provided of the profiles describing these exemplary models/practices/strategies identified in Fall 1996: SCRIPT (South County Regional Interagency Postsecondary Transitions), Gilroy, California; The STRIVE Program, Roxbury, Massachusetts; Pathways to Satisfaction: Transitioning Self-Determined Youth, Madison, Wisconsin; and Project TASSEL, Shelby, North Carolina. Each profile consists of these components: contact person; community setting; population served; program staff; mission; organization/program context; description; exemplary school-to-work components; what makes it work; and client case story. On the back of each profile is found an overview of the School-to-Work Outreach Project; basic elements of school-to-work; and Internet addresses. The packet also includes a table that lists the exemplary programs for Spring 1995, Fall 1995, and Spring 1996. This table lists the model/practice/strategy with program/organization and indicates model/practice/strategy characteristics in these categories: program/organization type, setting, majority of students' primary disability, and majority of students' age. The last item in the packet is a nomination form for the fifth and final round. (YLB)

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ED 403 458

School-to-Work Outreach Project: 1996 Exemplary Models/Practices/Strategies

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SCRIPT
South County Regional Interagency Post-secondary Transitions
P.O. Box 2524
Gilroy, CA 95021-2524
(408) 924-3605 or (408) 848-1066

Mission

The SCRIPT program aims to prepare young adults with disabilities, ages 18-22, to live, work and recreate as independently as possible in community settings. The intent is to ensure that students have a post secondary experience which is appropriate for their needs, similar to their non-disabled peers, and aids in the successful transition to the adult world.

Organization/Program Context

SCRIPT uses a collaborative community transition model that includes residential living in a community setting, employment at sites within the community, family/professional collaborative planning for transition, and a school program based in the local community college. The program is funded by existing sources, such as money allocated to students within public education—the State Department of Developmental Disabilities, Social Security Income, and the Department of Vocational Rehabilitation.

Description

Students learn about SCRIPT in their high school classes where they are invited with their families and teachers to open house meetings and socials. To enter the program, a student must first apply and then have an interview with staff. In the interview it is determined if the program fits the student's needs. Upon entering the program, the student and his/her family and friends meet with an interagency group of professionals. Together they develop person-centered goals and objectives for the present and future. Transition planning is the thread that brings adult service agencies to SCRIPT. The initial planning takes place at the residential home, as do the regular transition meetings. The director of SCRIPT coordinates services on a daily basis. The teaching parents live in the SCRIPT home and facilitate the acquisition of students' social skills, life skills, and transportation skills in weekday activities. Weekend activities revolve around community recreation and visits with friends and family.

The school program is based at the local community college. Most students are involved in the Special Careers Program established at the community college for students 18-25 years old. Students participate in two or three classes per week which address many of the student's Individual Education Plan (IEP) requirements. They are also encouraged to enroll in mainstream college classes of interest. In addition to schooling, each student works approximately three days per week. SCRIPT and the school program arrange work experience for each student according to his/her interests and skills as outlined in his/her Individual Work Rehabilitation Plan (IWRP). Students may chose to participate in the Vocational Rehabilitation Workability Program or work in competitive employment with less job coaching. The

Contact Person

Susan Meyers, Ph.D.
Administrative Director
(408) 924-3605

Community Setting

Rural town of approximately 35,000 people.

Population Served

Organization/Program
See information below.

Model/Practice/Strategy
The SCRIPT program serves students with severe challenges ages 18-22 who qualify for services from the Department of Developmental Disabilities.

Program Staff

Program Administrator
1 part-time
- Coordinates interagency planning
- Provides inservice training
- Supervises staff
- Facilitates family meetings

Program Director
1 part-time
- Manages budget and finance
- Oversees maintenance of the home
- Supervises staff
- Participates in program planning

Teaching Parent
2 full-time
- Provides 24 hour care and supervision of students
- Instructs students in independent living, recreation, and communication skills
- Participates in interagency meetings
- Participates in person-centered planning
- Implements individual education and transition plan (i.e., IEP, IPP, and ITP) goals as appropriate
- Collects data and keeps records

student decides where s/he works, the specific job, and the supervision required with the support and guidance of the transition team.

Students leave the program when they exit the school system at the age of 22, however they may continue to participate beyond this age if their transition requirements have not been met. Before a student exits, an interagency meeting is held to make sure the student has an appropriate place to work and live, and are the least restrictive environments. Students who transition from SCRIPT continue to receive support from staff through the interagency work group that ensures their continued employment.

Exemplary School-to-Work Components

Collaboration - Connecting Activity
The SCRIPT program is an exemplary model of interagency collaboration. Partnerships are formed with education, social service agencies, vocational programs, work programs, and other person-centered transition services. SCRIPT also includes family and community in its partnerships and activities.

Student Centered - School-based Activity
Students, their families and staff develop a student-centered plan which outlines transition goals. Students are encouraged to be self advocates, participate in activities which integrate them in the community, and make choices on a daily basis. Students were included in the evaluation of the pilot model; their concerns, along with those of family and community, were the basis for the development of SCRIPT.

What Makes it Work?

Clear Program Philosophy
SCRIPT's program philosophy dictates that all students have the right to a quality life, be included in their communities in meaningful ways, and to make their own choices about where and with whom they will live, work, and recreate. This philosophy is shared by the program administrators and staff.

Communication
Essential to SCRIPT is continuous and good communication. There is daily communication between program director and staff, weekly meetings with students, teaching parents, and the administrator, and opportunities for families to communicate through e-mail and telephone.

Knowledge of Systems
A working knowledge of systems is invaluable. For example, knowledge of funding, program regulations, and opportunities helps staff connect with other services and programs available to students. Perseverance and networking skills are essential.

Jim's Story

In September, Jim was living at home, attending high school, and working in an enclave work site. He displayed inappropriate behaviors such as ripping clothes, having temper tantrums, refusing to cooperate with parents, and not following teachers' directions. Jim moved into the SCRIPT house in December. He was enthusiastic about the transition, as was his family.

Jim is now attending the local community college where he is enrolled in the Special Careers Program, as well as in classes on music appreciation and physical education. Jim enjoys music. This interest led to his part-time employment in a music store where he helps customers find CD's and stocks merchandise. Being that the store is in a retail mall near the SCRIPT house, Jim has the freedom to come and go from work on his own. Sometimes Jim meets friends who also work at the mall for lunch. He uses local public transportation to get around and occasionally visit family members who live out of town. Additionally, Jim participates in recreational activities of his choice.

His inappropriate behavior has decreased significantly. He is on his way to quality adult living!

* * * * * *

Building on his interest in music, Jim has a part-time position in a music store and takes a class in music appreciation at a local community college.

For Further Information

School-to-Work Outreach Project
Institute on Community Integration (UAP)
University of Minnesota
110 Pattee Hall, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612)626-8155; fax (612)624-9344
website *http://www.ici.coled.umn.edu/schooltowork/*

School to work is...

School-to-work is described in the School-to-Work Opportunities Act of 1994. School-to-Work is...

A System
built to provide opportunities for students to learn about and experience work while in school.

Educational Reform
that addresses the need for students to gain work experience and workplace skills while in school.

Partnerships
between schools, employers and communities.

For All Students
from kindergarten through 12th grade.

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Overview of the School-to-Work Outreach Project

The School-to-Work Outreach Project at the Institute on Community Integration (UAP) is a nationwide, three year project funded by the U.S. Department of Education. This project assists and supports school-to-work initiatives through the identification of exemplary school-to-work models/practices/strategies that include students with disabilities. Exemplary school-to-work models/practices/strategies are identified through a five step selection process:

1) ***Nomination***
2) ***Application***
3) ***Reference***
4) ***Application Review***
5) ***Final Review and Selection***

Identification criteria and school-to-work priority areas established by the School-to-Work Outreach Project guide the application review.

Profiles of the identified models/practices/strategies are available upon request. Adoption and replication of these exemplary school-to-work activities is encouraged and technical assistance is available to schools and organizations interested in implementing these models/practices/strategies or improving existing school-to-work activities and systems. Contact the School-to-Work Outreach Project at the above address for further information.

Basic Elements of School-to-Work

School-based Learning - Instruction and experiences based on academic and occupational standards.

Work-based Learning - Workplace experience, structured training, mentoring and apprenticeships at job sites.

Connecting Activities - A variety of activities that build and maintain bridges between school, work and other adult environments.

* * * * * *

Internet Addresses

For further information on the School-to-Work Outreach Project, visit our site on the world wide web at *http://www.ici.coled.umn.edu/schooltowork*.

For further information on School-to-Work in general, visit the School-to-Work National Office on the web at *http://www.stw.ed.gov*.

The STRIVE Program
The Boston Public Schools, School-to-Career Office
55 New Dudley Street, Building #1
Roxbury, MA 02120
(617) 635-8079

Mission

The STRIVE Program is dedicated to the concept that every individual has the right to become a contributing member of society. It is the role of the STRIVE Program to provide opportunities, training, and supports to Boston's high school students with a range of disabilities. Through a continuum of strategies such as case management, natural supports, life skills counseling, and supported and competitive employment, our goal of empowering students to reach their full potential as they transition from school to work will be realized. We value the concept that quality of life issues are important to everyone and respect the individual's right to have appropriate options available when making decisions regarding life-long career and community involvement.

Organization/Program Context

The STRIVE program is a major component of Boston school system's overall school-to-career initiative. The School-to-Career initiative is integral to the current school restructuring efforts and is a major collaborative effort with the Boston Private Industry Council. Boston was one of the first communities nationwide to receive federal funding for its school-to-work local partnership and has been recognized as a school-to-work model which serves all students.

Description

Students become involved in STRIVE in a variety of ways. For instance, students may be recommended by teachers, counselors, and other school-based staff, recruited by STRIVE through outreach efforts, and/or referred by other collaborating agencies. Participants are youth with disabilities or other special circumstances that present barriers to education or employment. The goal of the program is to eventually serve all students with disabilities from elementary school through high school. However, at present the focus is on high school students grades 9-12, ages 14-22.

STRIVE students follow a transitional sequence of activities and programs. These include Vocational Exploration, Training/Assessment Phase, Supported Work/Community Based Apprenticeship Program, and finally Competitive Employment. All transition plans are individualized and the case managers assure that STRIVE services and student progress are coordinated with IEP (Individual Education Plan) and ITP (Individual Transition Plan) planning.

Each student is assigned a "case manager" who is a STRIVE Career Instruction Manager. Together they develop student-centered futures planning or whole life planning meetings, career profiles, and other activities and assessments. Students receive life skills counseling, participate in community

Contact Person

Jack Mooney
STRIVE Senior Coordinator
(617) 635-9023

Community Setting

Major city. Health (hospitals) and environment (recycling) are key industries in partnership with STRIVE. The Boston Public Schools' enrollment includes many low income families and students with limited English proficiency.

Population Served

Program/Organization

The Boston Public Schools currently educate over 63,000 students in grades K-12 enrolled in regular, special, bilingual and alternative education programs. There are 17 high schools in the district. Students with disabilities represent approximately 17% of the student body.

Model/Practice/Strategy

The program serves 300 students per year and their families. Half of the students are between ages 14-18 and the other half are 19-22 years old. One fourth of the students served are persons with mental retardation. Others served by the program include persons without disabilities, and students with traumatic brain injury, orthopedic impairments, speech or language impairments, visual disabilities, emotional disturbance, specific learning disabilities, autism and deaf or hard of hearing.

Program Staff

Senior Coordinator
1 full-time
- Oversees entire program

Career Instruction Manager
7 full-time
- Conducts job development
- Provides case management

Community Field Coordinator
8 full-time
- Performs job coaching and facilitates "natural supports"
- Conducts job task analyses
- Provides travel training

Life Skills Counselor
1 part-time
- Counsels students in small groups
- Facilitates family training
- Consults staff on youth concerns

Neuropsychologist
2 consultants
- Meets with staff to discuss psychological and medical concerns presented by students
- Assists staff to develop strategies to facilitate students' "success" on the job and in the community.
- Assists staff with accessing medical and other referrals and evaluations for students as needed.

Support Staff
1 full-time
- Performs clerical duties
- Maintains program records

based education, recreational opportunities, and travel training. They also become involved in one or more of the following work-related programs: Training/Assessment (general work skills and work-related social skills are assessed), Supported Work, Competitive Employment, and/or Summer Programs (which include speakers, field trips, etc.). Some students may decide to enter a career cluster component with work-based instruction and training, which awards a certificate upon completion of training. As the program is individualized, a student's exit from the program is determined by his/her goals. For example, one student may exit the program when he/she has worked independently at a job site and graduated from high school. Whereas, other students may decide to enter a career cluster component that offers job placement and on-going counseling before leaving the program.

The outcomes of the STRIVE Program have been very positive. For example, the employment and career advancement rate of students by private sector employers is over 80%. School attendance and grades of STRIVE students have shown notable increases. Additionally, students considered at risk for dropping out of school have all remained in school after enrolling in STRIVE.

Exemplary School-to-Work Components

Integration of Academics and Employment - School-based Learning
As a school program STRIVE integrates classroom learning with on-the-job activities. For example, students participate in project-based learning, performance-based assessments, and ongoing student-centered evaluation.

Linkages - Connecting Activities
STRIVE facilitates linkages between the student and employers, post-secondary education options, community, and adult service agencies. Within the program professional linkages occur as well. For example, there are linkages between special education and general education, and between secondary schools' faculty and adult service organization personnel.

What Makes it Work?

District-wide School-to-Career System
Connection to the overall school-to-career initiative has been essential. Staff from all "sectors" of a large school system must work and learn together for the benefit of the students.

Collaboration
STRIVE works collaboratively with adult service agencies, institutions of higher education, employers, students, and families. Collaborative efforts contribute to the program in many ways, from receiving funding to establishing relationships between students, services, and resources available in communities.

Teamwork Among STRIVE Staff
The staff works as a team in every respect. For example, a student's workplace problem is shared with other staff and together the problem is solved. Job development is also shared, as 3-4 staff may search for an appropriate job for an individual student and conduct collective follow-up services.

Intensive Case Management
The case management approach is used by the staff when working with

individual students on activities such as writing an IEP and conducting futures planning. A lead person is assigned to every student. The student can call this staff person most any time of day with any concerns or problems.

Kara's Story

Kara became involved with the STRIVE Program during her junior year of high school. Kara, along with her teachers and family members, assumed she would drop out of school before reaching graduation. She has a variety of learning disabilities and speech and hearing problems which made it difficult for her to communicate her needs, interests, and skills. Kara had been educated mostly in self-contained classrooms because she had failed several courses and was kept back in school twice. As a result she had minimal experience interacting with a range of people. She also had no job experience.

When Kara began the STRIVE Program she was pregnant. Her family was willing to help her through her pregnancy and raising the child. With a baby coming and a young father whom Kara would not name nor inform of her pregnancy, Kara thought that dropping out of school made the most sense. That way she could take care of herself, have her baby, and then get a job. However, she had no idea what kind of job she could do or would want to do.

After a thorough assessment and many meetings with STRIVE staff, counselors and family members, Kara began the nursing assistant program at St. Elizabeth's Hospital. Not only did she stay in school, but what she learned in training helped her to complete and pass health and science classes. She needed only a few other courses to graduate from high school.

In the training program, Kara learned about and enrolled in a nearby hospital's program for single parenting teens. There she received proper health care and pre-natal information. After her baby was born Kara returned to complete her certification program in nurses' assistant training. She has since received certification and has graduated from high school. She now works in a local hospital as a nurses' assistant. Since the hours are flexible Kara is able to parent her baby and her mother cares for the baby when she is at work.

During this entire process Kara's own mother, a single parent without a high school diploma or full-time job, received assistance and motivation from the STRIVE staff to complete her GED. Together she and Kara attended several of the program's resume writing workshops. Both mother and daughter are now working in jobs they like and are able to share in taking care of the baby.

Kara continues to attend STRIVE's Life Skills Counseling sessions where she learns how to take better care of herself and to be more responsible. She likes her job and one day would like to further her education and career by attending a community college in a health-related field.

* * * * * *

Kara not only completed high school, she now also works in a local hospital as a nurse's assistant.

For Further Information

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Pathways to Satisfaction: Transitioning Self-Determined Youth

Madison Metropolitan School District
West Attendance Area
30 Ash Street
Madison, WI 53705
(608) 261-9500

Mission

To promote responsible learning in a global society.

Organization/Program Context

The Madison Metropolitan School District includes four attendance areas which are geographically situated. Each attendance area has eight or nine elementary schools and two or three middle schools which feed into one comprehensive high school. The school district promotes ongoing learning and a contextual learning environment. The district also encourages partnerships with parents and the community. The Madison Metropolitan School District sponsors Tech Prep programs in coordination with Pathways to Satisfaction to assure access to both of these school-to-work programs. The Pathways to Satisfaction program takes place in Madison West High School, however, students from throughout the district can attend the program.

Description

Pathways to Satisfaction is a school program at Madison West High School that includes students in grades 9-12. The program consists of five phases of age appropriate activities and the Becoming Self-Determined curriculum. The first two phases take place in the classroom, while phases three, four and five encourage self-reflecting and developing connections to the community and workplace.

- In phase one, *Focus*, 9th and 10th grade students work in small groups or individually on contextual learning lessons. These lessons help students focus on self awareness, individual support networks, and future plans. Students also engage in teacher directed classroom activities that center on work issues.
- In phase two, *Information Synthesis*, the student pulls together his/her findings from the first phase to understand how they fit together.
- In phase three, *Exploration*, the student includes his/her mentor and parents in community activities that are of the student's interest and that contribute to achieving future goals. For example, if a student identified an interest in outdoor activities in the 9th grade, in this phase, which occurs in the 11th or 12th grade, he/she might focus specifically on careers in the outdoors. In addition, the student and his/her mentor would engage in community-based activities, such as shadowing an employee at a local fish hatchery, visit various jobs in fish management and discuss careers in natural resource management.
- In phase four, *Connection*, students connect the information and experiences they have gained from previous phases and participate in activities which lead to their transition goals. Some examples of these

Contact Person

Dr. Thomas M. Holub
West Area Transition Facilitator
(608) 261-9500 or
(608) 257-4861 ext.2303

Community Setting

Large City. Madison is the capitol of Wisconsin. It is home to many governmental agencies and the University of Wisconsin-Madison, Edgewood College and two technical training centers.

Population Served

Program/Organization
Madison West has the most diverse student population of the four high schools. It serves students from diverse socioeconomic communities, students of high academics and a large number of special education students in its inclusive courses. The high school averages 2,000 students.

Model/Practice/Strategy
In the first semester of 1995, 67 students were served by this process. The majority of students are from 14 - 18 years old; the remaining students are 13 and under or 19 - 22 years of age. The majority of participants (90%) are students with specific learning disabilities, while 10% are students with severe emotional disturbance.

Project Staff

Classroom Teacher
1 full-time
- Leads the group process
- Instructs
- Monitors activities of mentor and student
- Meets frequently with mentors and students in large groups, small groups and/or individually

Transition Facilitator
1 full-time
- Works with students one on one
- Conducts mentor and staff trainings
- Provides parent education
- Monitors activities of mentor and student
- Meets frequently with mentors and students in large groups, small groups and/or individually

Mentor (Volunteer)
30 - 40 mentors per semester
- Facilitates recreation and school-to-work transition activities with paired student
- Records time spent with student
- Logs activities with student
- Provides academic support to student

activities are admissions to post-secondary institutions, apprenticeship interviews, or analysis of local labor market data. Students can access information on careers, work, labor, and other related information at the material centers located in three neighborhood centers of the school district.

• In phase five, *Evaluation*, students and their parents discuss the career and life decisions made by the student, weighing the positive and negative aspects of each decision. In most cases the transition staff and/or the mentor will facilitate this discussion. Further, the student will consider all the information s/he gathered in the initial process and will use the Transitional Baseline as a tool in finalizing decisions. S/he will also use the Living Simulations model to look at budgets and life-styles appropriate to her/his career of choice. Students are reminded, at all times, that their decisions will affect them throughout their lives. Critical to this stage are the mentors who bring a sense of reality, and aspire students to succeed.

In all phases of the process, the high school students are matched with mentors who provide academic support and participate in the community-based activities chosen in the Becoming Self-Determined curriculum. The mentors include members of the community, such as college and university students, retired senior citizens, or business people. Parents are also integral to the program, learning through the curriculum about all phases that the students encounter and to which they are exposed. In addition, parents who are interested receive self-determination skill training in local evening sessions, offered monthly. After graduation students commit to the program's follow-up process. They agree to contact the program staff to share any life changes. The students periodically come together for a reunion.

Exemplary School-to-Work Components

Self-Determined Skill Training - School-based Learning
The Becoming Self-Determined curriculum involves students in activities which help them learn to make choices for themselves. Students are encouraged to reflect upon themselves and apply their experiences to set work and adult life goals.

Community Mentorships - Connecting Activity
Mentor relationships are formed between students and adult volunteers from Institutes of higher education and the community.

What Makes It Work

Higher Education Connections
This program has made a commitment to Institutes of higher education by offering extensive training to volunteers to ensure their success as mentors. Mentors are given autonomy in the activities they engage in and are recognized for their participation.

Self-determination Emphasis
The curriculum focuses upon skills and knowledge for self determination. The activities engage students in self awareness, aspirations development, social integration, community-based contextual learning environments and settings which build their autonomy.

Relations with Employers

Employers from the private sector are solicited through mailings by the school district to encourage their involvement in various school programs, including Pathways to Satisfaction. Employers who participate benefit from recognition by the program through events such as banquets and publicity in local newspaper write-ups.

Mark's Story

Mark, a young man with a learning disability, was dependent upon his parents. They were in the habit of making choices for Mark without his input. Like many parents, they provided him access to fine public schools, a private tutor and technology to support his disability. Making choices for Mark gave him little ownership of decisions in his life. His parents had good intentions, but the outcome for Mark was his dependency on others. This changed, however, once Mark and his parents participated in the Pathways to Satisfaction Program.

At this point in his life, Mark was ready to gain some ownership over his life... and he did it well.

Mark enrolled in the Life and Work Choices class. As a result of this class, as well as with the activities his case manager facilitated, Mark started to see the need to plan for a future that he directed. He still wanted his parents' input, but saw a need to become a key player in decisions affecting his life. His parents' attitude also evolved as they saw a need to allow Mark to make some of his own decisions. Although this transformation was difficult for them, by the end of the semester both Mark and his parents were grateful that they engaged themselves in this process of self determination.

Both Mark and his parents participated in Pathways to Satisfaction, learning about themselves as they moved through the process. Mark's mentor became a liaison, facilitating communication between student and parents. When Mark's parents completed the parent training they saw a need for Mark's independence and encouraged him to pursue his education and/or training after high school. They worked with him in the Exploration Phase and helped his mentor to facilitate activities and visitations. They helped him focus upon outcomes and grounded those outcomes in reality.

Mark has enrolled at a technical college and will transfer to the world of work in two years. His interests and aptitudes were validated in the self determination curriculum and he is headed toward a future within which he is the primary causal agent.

* * * * * *

For Further Information

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Identification criteria and school-to-work priority areas established by the School-to-Work Outreach Project guide the application review.

Profiles of the identified models/practices/strategies are available upon request. Adoption and replication of these exemplary school-to-work activities is encouraged and technical assistance is available to schools and organizations interested in implementing these models/practices/strategies or improving existing school-to-work activities and systems. Contact the School-to-Work Outreach Project at the above address for further information.

Basic Elements of School-to-Work

School-based Learning - Instruction and experiences based on academic and occupational standards.

Work-based Learning - Workplace experience, structured training, mentoring and apprenticeships at job sites.

Connecting Activities - A variety of activities that build and maintain bridges between school, work and other adult environments.

* * * * * *

Internet Addresses

For further information on the School-to-Work Outreach Project, visit our site on the world wide web at *http://www.ici.coled.umn.edu/schooltowork*.

For further information on School-to-Work in general, visit the School-to-Work National Office on the web at *http://www.stw.ed.gov*.

Project TASSEL
Shelby City Schools
315 Patton Drive
Shelby, NC 28150
(704) 487-9941

Mission

The aim of Project TASSEL is to provide quality and comprehensive transition services to students with disabilities in order to assist them in a smooth transition from school to the community. The success of this transition will be related to measurable objectives in each school.

Organization/Program Context

Project TASSEL is an integral part of the special education program of Shelby City Schools and Cleveland County Schools. The project continues to be developed in Shelby City and replicated by Cleveland County Schools. Key to TASSEL's success is collaboration, both within the school and with outside organizations and agencies. A school level transition team meets regularly to help parents and students project post-school needs, identify areas of responsibility, share information, and develop transition plans. A community interagency team meets quarterly to address administrative issues and delivery of services. The schools work closely with area adult agencies to provide appropriate services, thus ensuring the successful transition of graduates into the community.

Description

Project TASSEL provides training in academics, vocational skills and life skills. All students with disabilities at the secondary level are involved with some aspect of Project TASSEL. Students with severe disabilities begin the project at age 14, while others start in the 9th grade. Initially, students learn work skills through vocational training, such as job boxes and classroom jobs; they then actively use these skills in the workplace. A functional curriculum is used, providing adult outcomes and many opportunities for integration with peers. For example, students engage in on-campus vocational training in workplace habits and behaviors, alongside classroom instruction which combines academic subjects with employment skills.

Each student, along with his/her parent, chooses an instructional option, keeping in mind his/her post-high school goals; the two courses of study to choose between are academic and occupational. The academic course of study includes both mainstream classes and special curriculum and instruction classes. Tutoring is available to students, and some may choose to participate in career preparation and/or vocational training/classes as electives. The occupational course of study allows students to gain functional and transferable skills through on- and off-campus vocational training. Students can participate in one or all of the following work experiences: the school factory, on-campus jobs, job shadowing, paid community-based training, and/or individual jobs. Students who have successfully completed the occupational course of study

Contact Persons

Dr. Nellie P. Aspel, Principal
Gail Bettis, Transition Teacher
(704) 487-9941

Community Setting

Small city. Shelby city is the largest city of a rural county. The county is home to 20- 25 large manufacturing industries.

Population Served

Program/Organization
The Shelby City School District serves 3,000 students K-12, 250 of whom are in special education. There is one high school in the school district and one special purpose school serving students from three school systems.

Model/Practice/Strategy
Project TASSEL serves 120 students in Shelby City Schools. The majority of students are of the ages 14 to 18 years, while some are of the ages 19 to 22 years. The nature of the students' disabilities are as follows: more than half are persons with mental retardation; less than half are persons with specific learning disabilities; and the remaining are students with the following disabilities as their primary diagnosis: deaf or hard of hearing, orthopedic impairments, and traumatic brain injury.

Project Staff

Transition Teacher
2 full-time
- Obtains appropriate student information for vocational training and job placement
- Develops job sites and job duties
- Communicates with businesses involved in training and job placements
- Oversees collaboration/ communication with vocational education and special education
- Coordinates services with adult agencies
- Conducts student evaluations of job performance

Transition Coordinator
1 part-time
- Assesses the vocational and transition needs of the students
- Provides transition information to teachers and families
- Develops Individual Transition Plans (ITP) with students
- Promotes the employment of persons with disabilities in the business community

Transition Assistant
7 full-time
- Provides supervision and instruction on community training sites
- Assists with student evaluation

Functional Academic Teacher
6 full-time
- Conducts Curriculum & Instruction classes
- Assists students in preparing academic portfolios and provides self advocacy training
- Participates in individual transition planning

(including vocational training, individual job placement, and completion of academic and job placement portfolios) receive an occupational diploma which is approved by the local school board and recognized by local employers. Those who pursue the academic option receive a high school diploma.

Extensive interagency planning is integral to Project TASSEL in providing transition services which lead to a successful transition into adult life. Local businesses are also involved in many ways, including factory contracts, job shadowing sites, paid community-based contracts, and individual job placements. The result of this collaborative effort is comprehensive education and training for students with disabilities. This program's measure of success is the ability of students to gain and maintain employment after graduation.

Exemplary School-to-Work Components

Student Focused Planning - School-based Activity
Each student, along with his/her family, makes future work and adult life goals, and then chooses a course of study to help attain those goals. The curriculum is student-centered, providing a variety of activities and experiences according to individual student needs. Students evaluate the program through satisfaction surveys and discussion groups, the results of which are considered in project modification.

Collaboration - Connecting Activity
Project TASSEL is noted for its connections with community agencies and services, businesses, and civic organizations. Collaboration is facilitated by the school-level transition team and community interagency team. These teams focus on the provision of services and supports to youth in transition from school to the workplace and to adult life in general.

What Makes it Work?

Functional Curriculum
The Functional Curriculum is implemented in the occupational course of study. It offers a wide array of vocational training options, both on- and off-campus, and in paid and unpaid jobs. Courses include Employment English, Job Skills Math, Life Skills Science, and Career Preparation. The curriculum is organized into a course of study that terminates with an occupational diploma.

Student & Parent Involvement
Students and parents are involved with student mapping, student dream sheets, and natural support surveys, in addition to being active participants at planning meetings. Students receive self-advocacy training, and parents receive information on how they can help their young adult find employment.

School and Community Level Transition Teams
The transition teams facilitate coordination among school staff and between the school and adult service providers. This coordination is essential to ensure that each student receives needed services after graduation.

Vocational Education and Special Education Collaboration
The collaboration between vocational and special education is effective in providing creative training opportunities. This collaboration also decreases duplication of services and increases planning coordination, thus ensuring student success in vocational education courses.

Jerry's Story

Jerry Moss graduated on May 24, 1995 from Shelby City Schools as the first recipient of an Occupational Diploma. Jerry was an honor student demonstrating leadership skills. For example, during his senior year at North Shelby School he served as president of the student body and participated in Special Olympics at the state level in bowling, softball, basketball, and soccer. He was an active member of the Honor's Chorus and African Drumming special music groups. Also, he received the Dr. Lasunita Proctor Vocational Award, the Carlos Young Athlete Award, and the Principal's Award.

Jerry's participation in the occupational course of study included classes and activities in Career Preparation, Community Services, Family Life, Health, Life Skills Science, Job Skills Math, Physical Education, and Vocational Education. In addition, Jerry participated in community-based instruction in recreation, daily living skills, consumer issues, and money management. The functional curriculum used in his studies allowed him to develop communication skills, basic math, and daily living skills, and helped him maintain a physical fitness program. These skills were transferable to work behaviors and skills necessary in competitive employment and the community.

Jerry also had community-based vocational training on and off campus. His career preparation courses allowed him to gain work experience in custodial cleaning, restaurant preparation, retail, and industrial/grounds keeping. As part of the class, Career Preparation IV, Jerry developed a job placement portfolio. This portfolio was presented to employers as part of the application and interview process. During his senior year he was employed as a work station supervisor in the school factory. This position was funded through a school-to-work grant from the Job Training Partnership Act (JTPA). He was also employed part-time at the YMCA.

Project TASSEL assisted Jerry with making a smooth transition from school to work. This involved planning which was supported by the transition team at the school level. This team provided a link to adult services, employment, and successful transition within the community. Through interagency planning Jerry was linked with Cleveland Vocational Industries and Vocational Rehabilitation who provided supported employment. They also gave Jerry on-the-job training and continue to provide follow-up services.

Jerry is truly a success story. He is employed in textiles with good pay and benefits. He has maintained excellent attendance and has received positive work evaluations. According to his supervisor, Jerry is well liked by co-workers who state that he is one of the best cloth doffers ever. Doran Textiles, Inc. has been very supportive of Jerry, welcoming him to their team.

* * * * * *

In the functional curriculum, Jerry learned skills to use both in the workplace and in the community. According to his supervisor, coworkers have stated that, "Jerry is one of the best cloth doffers ever."

For Further Information

School-to-Work Outreach Project
Institute on Community Integration (UAP)
University of Minnesota
110 Pattee Hall, 150 Pillsbury Drive SE
Minneapolis, MN 55455
(612)626-8155; fax (612)624-9344
website *http://www.ici.coled.umn.edu/schooltowork/*

School to work is...

School-to-work is described in the School-to-Work Opportunities Act of 1994. School-to-Work is...

A System
built to provide opportunities for students to learn about and experience work while in school.

Educational Reform
that addresses the need for students to gain work experience and workplace skills while in school.

Partnerships
between schools, employers and communities.

For All Students
from kindergarten through 12th grade.

The development and dissemination of this profile was supported in part by grant #H029B30142 from the U.S. Department of Education. Upon request, this document can be made available in alternative formats and languages.

Overview of the School-to-Work Outreach Project

The School-to-Work Outreach Project at the Institute on Community Integration (UAP) is a nationwide, three year project funded by the U.S. Department of Education. This project assists and supports school-to-work initiatives through the identification of exemplary school-to-work models/practices/strategies that include students with disabilities. Exemplary school-to-work models/practices/strategies are identified through a five step selection process:

1) ***Nomination***
2) ***Application***
3) ***Reference***
4) ***Application Review***
5) ***Final Review and Selection***

Identification criteria and school-to-work priority areas established by the School-to-Work Outreach Project guide the application review.

Profiles of the identified models/practices/strategies are available upon request. Adoption and replication of these exemplary school-to-work activities is encouraged and technical assistance is available to schools and organizations interested in implementing these models/practices/strategies or improving existing school-to-work activities and systems. Contact the School-to-Work Outreach Project at the above address for further information.

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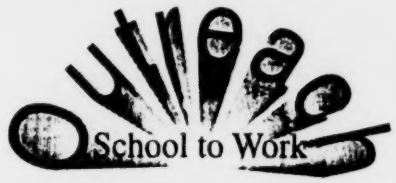
Exemplary School-to-Work Models/Practices/Strategies

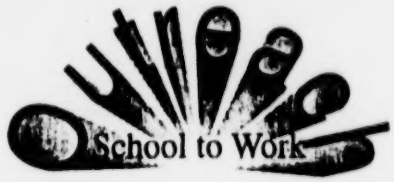


	Model/Practice/Strategy Program/Organization	Program/Organization Type								Setting				Majority of Students' Primary Disability						Majority of Students' Age			
		State Department of Education	Institute on Higher Learning	School Program	Day Training & Habilitation	Rehabilitation Facility	Non-profit Organization	Parent/Consumer Advocacy	Collaborative Community Agency	Rural	Small City	Suburban	Urban	Serious Emotional Disturbance	Learning Disability	Mental Retardation	Traumatic Brain Injury	Cerebral Palsy	Orthopedic Impairment	<13 yrs old	14-18 yrs old	19-22 yrs old	>22 yrs old
Spring 1995	**Job Shadowing** Brentwood Elementary School Sarasota, FL			•									•			•				•			
	Life Skills Transitional Program Houston Community College System/Central College Houston, TX		•										•			•						•	
	Rural Transition Program Black Hills Special Services Cooperative Sturgis, SD			•						•						•					•		
	VECTOR: Vocational Education, Community Transition, Occupational Relations Intermediate School District #287/Hennepin Technical College Plymouth, MN	•		•								•	•		•	•						•	
	Work Resource Program Jewish Vocational & Career Counseling Services San Francisco, CA								•				•	•	•						•		
Fall 1995	**Choice Access** United Cerebral Palsy of Metropolitan Detroit Southfield, MI						•	•				•	•					•				•	•
	Connecting Activities Maine Township High School District 207 Park Ridge, IL			•								•	•	•	•	•			•		•		
	Futures' Alternative Educational Programs A Division of Directions, Inc. Middletown, CT						•			•	•	•	•	•		•	•				•	•	
	Minnesota Milestones Rise, Inc. & Anoka - Hennepin ISD #11 Anoka, MN			•	•	•						•		•								•	

The School-to-Work Outreach Project is supported in part by grant #H029B30142 from the U.S. Department of Education.

For more info, School-to-Work Outreach, Institute on Community Integration (UAP), 101b Pattee Hall, 150 Pillsbury Drive SE, Minneapolis MN 55455

Exemplary School-to-Work Models/Practices/Strategies



Model/Practice/Strategy Program/Organization	Program/Organization Type									Setting				Majority of Students' Primary Disability							Majority of Students' Age			
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Spring 1996*																								
SCRIPT Gilroy, CA			•							•	•					•							•	
The STRIVE Program Boston Public Schools Roxbury, MA				•									•			•			•	•		•	•	
Pathways to Satisfaction: Transitioning Self Determined Youth Madison Metropolitan School District Madison, WI				•									•		•							•		
Project TASSEL Shelby City Schools Shelby, NC				•						•	•				•	•						•		

**** See reverse for 1995 exemplary school-to-work models/practices/strategies***

The **School-to-Work Outreach** Project identifies exemplary school-to-work models/practices/strategies involving students with disabilities. Profiles describing these exemplary models/practices/strategies are available in print and on our world wide web site. To request profiles, other information about the project, or to be on our mailing list, contact our office.

School-to-Work Outreach Project
Institute on Community Integration (UAP)
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Phone (612) 626-8155, Fax (612) 624-9344
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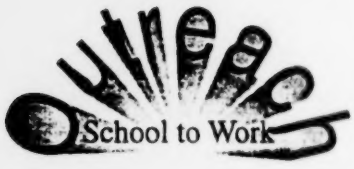

CALL FOR NOMINATIONS
Exemplary School-To-Work Models/Practices/Strategies

What is the School-to-Work Outreach Project?

The School-to-Work Outreach Project at the Institute on Community Integration (UAP), University of Minnesota, is a three year, federally funded project developed to assist and support school-to-work initiatives for youth with disabilities nationwide. Support is provided through identification and documentation of "exemplary" school-to-work models/practices/strategies. Technical assistance is available to agencies and schools in the adoption or replication of these models/practices/strategies.

Why identify exemplary school-to-work models/practices/strategies?

The project is guided by the needs of youth in transition and Federal legislation, specifically the Individuals with Disabilities Education Act (IDEA) of 1990 and the School-to-Work Opportunities Act of 1994, which require the inclusion of youth with disabilities in school-based and worked-based learning.

This project will contribute to the area of school-to-work in many ways:

- Identify what really works in special education, general education and the workplace to promote school-to-work transition for youth with disabilities.
- Provide exemplary models/practices/strategies of school-to-work activities for adoption and replication.

Programs identified as using exemplary school-to-work models/practices/strategies benefit in a variety of ways. For example, exemplars may:

- Increase the visibility of their activities nationally.
- Establish credibility in their community and amongst schools, employers, funding sources and other organizations involved in school-to-work activities.

How are exemplary models/practices/strategies identified?

The School-to-Work Outreach Project seeks nominations on school-to-work models/practices/strategies that are considered exemplary from students, family members, educators and local, state and national organizations, etc. Exemplary practices meet the needs of youth with disabilities and follow the requirements of federal legislation as described earlier. Nominated models/practices/strategies should fit into one or more of the following three priority areas which are based on the key components of the School-to-Work Opportunities Act of 1994:

- ***School-Based Learning*** - Instruction and experiences based on academic and occupational standards.
- ***Work-Based Learning*** - Workplace experience, structured training, mentoring and apprenticeships at job sites.
- ***Connecting Activities*** - A variety of activities that build and maintain bridges between school, work, and other adult environments.

Please see reverse side for School-to Work Outreach Project Nomination Form.

NOMINATION FORM

School-to-Work Outreach Project • Exemplary Models/Practices/Strategies

Please complete the following information to nominate a school-to-work model/practice/strategy. Nominations are accepted continually and review of nominations will occur approximately two times a year. The fifth and final round of nominations are due April 15, 1997. Send the completed form to the address given below. We will then contact the program/organization and inform them of the opportunity to continue the application process. The application will be rated in response to a set of criteria.

Any questions or need for assistance regarding the nomination, application procedure and/or exemplary model/practice/strategy selection is available from School-to-Work Outreach Project staff. Please feel free to contact us: Telephone (612) 626-8155; Fax (612) 624-9344; E-mail lindh003@maroon.tc.umn.edu. This form is available in alternative format and languages upon request.

Model/Practice/Strategy Title _____

Program/Organization Name _____

Organization Address _____

City, State, Zip Code _____

Contact Name _____

Telephone Number _____ Fax Number _____

In the space provided below, explain why you regard this school-to-work model/practice/strategy as exemplary.

Please indicate the school-to-work priority area(s) this model/practice/strategy serves (see description on reverse side):

- ❑ School-based Learning
- ❑ Work-based Learning
- ❑ Connecting Activities

Name of Nominator _____

Organization Name _____

Address _____

City, State, Zip Code _____

Telephone Number _____ Fax Number _____

Date _____ ❑ Check here if you would like to be on our mailing list.

Send or Fax this form to:

School-to-Work Outreach Project, Institute on Community Integration
110b Pattee Hall, 150 Pillsbury Drive SE
Minneapolis, MN 55455
Fax (612) 624-9344

Thank You!

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